

Minutes of the meeting of the Full Governing Body of Shirley Community Nursery and Primary School held at school on Thursday 14 July 2016 at 6.30pm

Present: Reverend Adams, Mr Ferguson, Mr Henderson, Mrs Leach (Head), Ms Meynell, Mr Saunders, Mr Smith (Chair), Mrs Went, Ms Winsemann-Falghera.

Visiting: Mrs Kidney, Mrs Marsters (Deputy Heads, non-voting).

In attendance: Miss Owen (Clerk).

The Clerk advised the meeting was quorate, as more than 50% of the current membership, excluding vacancies (1), was present.

1. Standing items

1.1 Apologies for absence

Mrs Cook, (personal commitment), Ms Fox (away from Cambridge), Mrs Gale (prior commitment); Mr Grenz (personal commitment), Ms Parker (prior apologies given).

Ms Winsemann-Falghera proposed, Ms Meynell seconded the apologies should be accepted. Approved by all.

1.2 Declaration of interests

None declared.

1.3 Register of Pecuniary Interests 2015-2016

The Register was presented for signing.

2. Approval of the minutes of the last meeting (5 May 2016)

One correction was noted: Ms Winsemann-Falghera also attended the training session at the NCA in April.

Reverend Adams proposed, Mrs Went seconded the minutes be accepted as a true record. Agreed by all.

2.1 Matters Arising

The Chair noted actions are within this agenda e.g. the CGS audit.

2.2 Headlines

The Chair thanked Mr Henderson for preparing this initial document for the website. Copies were distributed to the meeting. The meeting agreed it would be helpful to have a similar document produced from every GB meeting's minutes, with a focus on the SDIP.

3. Headteacher's Report

The Headteacher discussed her report that had been previously circulated. The staffing profile for September is now complete. The school is welcoming five NQTs in September: this week, the NQTs have been in school for an Induction week. The Head discussed other changes within the staff team. ** An item was discussed which is held as a confidential note.*

A high demand for places at the school's extended provision has been expressed from parents whose children are joining the school in September. Therefore, the school has reviewed the current provision and available space. The school plans to extend the provision from 24 to 36 places. Two new play workers will be recruited from the existing staff team; the costs of the new staff will be covered by income generated from children attending the club.

Staff absence has shown a significant decrease: in Spring 2014, there were 173 days lost to sickness and other absences, in Spring 2016, there were 116 days lost for these reasons.

The Head discussed the outcomes of the monitoring of teaching that has been carried out by the SLT. All staff were observed during the autumn and spring terms teaching English, phonics, or mathematics. In the summer term, further observations were held to see lessons taught by part-time teachers, those returning from maternity leave, NQTs, and teachers who had engaged with programmes of support. In summary, the quality of teaching and learning has risen from 77% in Spring 2015 (22 lessons observed), to 84% in Spring 2016 (19 lessons observed). In summer 2016, 6 lessons were observed, of which 83% were judged good or better. The meeting discussed these outcomes. In answer to a Governor's question about how the SLT are supporting staff if it is required, the Head said some staff have received bespoke support programmes, in order to move from good to outstanding. In answer to the Chair, the Head said she was confident that the target of 100% teaching to be judged good or better was moving in the right direction. Whilst it had not been achieved, as previously expected by summer 2016, there had been staff changes that had impacted on this aim. The Head said there is an ongoing challenge to maintain standards and improve. In answer to a Governor, the Head said at the school's last Ofsted Inspection, in January 2014, teaching had been judged good; however, out of the full-time teaching staff that were at the school at the time of that inspection, only six teachers were still at the school. The Head said the starting point for September is to build on the quality of teaching and, it is acknowledged, the NQTs will require considerable support. In answer to a Governor's question, the Head said the SLT believe the quality of teaching is good and whilst the school's aim is for all teaching to be outstanding, there are challenges. In answer to Governor's question about what the monitoring of teaching involves, the Head said it is a multi-aspect activity which involves observing a lesson,

looking at how learning is differentiated for all abilities in the class, the effective use of teaching assistants, how the learning environment is presented, and marking in class books.

In answer to a Governor's question about other ways in which monitoring can be carried out, the Head said a half-termly scrutiny of books has been carried out in all classes this year; this has been done to monitor progress and compliance with the school's presentation guidelines. Scrutiny of termly planning has also taken place to monitor coverage of the curriculum, differentiation and use of additional adults. Termly pupil progress meetings, to monitor pupil progress and the effectiveness of interventions, and identification of pupils for support next term, have also been carried out. The Head said scrutiny is an ongoing, wide-based process; teachers have said they find it is a positive experience.

The Head discussed outcomes from the Year 1 phonics screening check, held this term. In answer to a Governor's question about what the Phonics screening check entails, the Head said the pupils are given 40 words to read using blends of sounds; these are either 'real' words or 'nonsense' words, that are not presented in context. The DfE has announced an expected standard of 32 out of the 40 given words (the same as last year). This year, 78% of Year 1 achieved the standard. This year's outcome shows an improvement on last year's data (71%) and compares well with the 2015 national standard of 77%. Cambridgeshire has an expected standard of 79% and the national standard for 2016 is 81%. The meeting discussed the breakdown of the Phonics data. Gaps between various groups are not significant. A Governor asked if last year's standard, compared to this year, reflects real improvement. The Head said this year's data shows the school is has moved closer to the national standard which is pleasing. A Governor asked about outcomes of children with SEND. The Head said four Year 1 children with SEND had been disapplied. However, these children will take the check in Year 2, as the government states children must take the Phonics check in Year 2, if they do not achieve the expected standard in Year 1. A Governor noted that assessment would also identify if additional support is needed.

Ten children (50%) of the twenty children in the Year 2 cohort, who re-took the Year 1 Phonics check, met the threshold this year. This included new entrants who had not had the check in a previous school and children who did not meet the threshold of 32/40 last year. This year's Year 2 cohort included four children who were disapplied in Year 1, and subsequently disapplied in Year 2 (20%); and two children who were absent (travelling) (10%). Four children did not meet the threshold (20%).

The Head discussed how understanding Phonics is a fundamental leaning tool that children take through school and, for some children, learning sounds is very complex. In answer to a Governor about how the school could address this need, the Head said a university research programme has visited school this term that presents phonics in a different way e.g. using sounds and graphemes to engender an understanding of phonics. Despite this intensive support for some children, four have still not achieved the expected standard as they leave Year 2. The Head said this is a learning gap that the school is determined to address for these children as they move into key stage 2.

The Head discussed the test outcomes at the end of key stage 1. The Head said there is a variation between teacher assessments, which are based on the work in pupils' books, reading levels, guided reading assessments and written work, and the test score that indicates the levels pupils achieved when completing a test booklet. The assessment tool the school is now using, Target Tracker, gives teachers the ability to make assessments about pupil progress i.e. whether children are working below, towards, at or greater, than the expected level. On the reading test scaled score, 62% of children achieved 100+, which is the expected level: teacher assessment had given an expected standard of 49%. On the maths test scaled score, 66% of children achieved 100+. These compares to the teachers assessments of 46% achieving the expected standard. Mrs Kidney said assessment can be challenging if, for example, a child is assessed as working below the expected standard, they can still achieve a scaled score. The Head explained how teachers formed their assessments; the SLT went through their evidence and Year 2 moderations were carried out in line with expected standards. In answer to a Governor's question, the Head confirmed there were no results for Writing, as the SPaG test had been cancelled, following the publication of tests online. The Head said the school's KS1 results are lower than national standards. The Head said teachers know where the gaps are in children's knowledge and this is reflected in their moderation. The test scaled scores represent one piece of evidence that is the culmination of 6-7 months teaching. The Head said that following curriculum changes, expected standards are higher; for example, reading bands have increased and features, such as conjunctions, are now incorporated in writing. Mrs Kidney said interim statements may change next year, so there may be more aspects to be moderated. Interim statements come out late in the Autumn term; examples of tests should then become available, so schools can see what tests look like. In answer to a Governor's question about how close the number of children working below, or towards, came to meeting the standard, Mrs Kidney said some just missed the test scaled standard of 100%+ by one or two statements. A Governor asked if it was possible the discrepancy between the expected standard of 100+ and the teacher assessments at the end of key stage 1, would transfer at the end of key stage 2. The Head said the school would do everything possible to close the gaps in learning, as the children moved through the school. The Head said the assessments were scrutinised by the SLT and they had agreed with the majority of the assessments made by the teachers. Another Cambridge Primary school that the school works jointly with on moderation, had also made similar best-fit assessments when comparing moderation judgements. The Chair said that if the SLT was satisfied the teachers' assessments were reasonable, even if it may not calibrate with other data, then the challenge is to look at how gaps in learning can be closed as the children move into key stage 2. The Head said this is a priority for the school.

The Head discussed the outcomes of the key stage 2 tests with the meeting. A cohort of 51 children took the tests. Originally, the cohort had been 52 but one child was absent, due to travelling, during the week of the tests. However, this child had completed the writing assessment, so this was included in the cohort's overall teacher assessments for writing (52 in total).

The Head reported the outcomes at the expected standards in the core subjects. In reading, the result was 63%; just below the national average of 66%. Attainment in writing (teacher assessment) (56%) is considerably lower than the national average (74%). SPaG (78%) is higher than the national average (72%). The outcome in mathematics (75%) is higher than the national average (70%).

The meeting discussed these outcomes. In answer to questions from Governors, the Head said that girls had performed as well as boys in SPaG and maths; the gap in attainment in reading, between boys and girls is 15%; wide gaps exist between the attainment of pupil premium and non-pupil premium children. The meeting discussed the gaps in the outcomes between pupil premium and non-pupil premium children. In reading, 35% of pupil premium children in the cohort achieved the expected standard; 81% non-pupil premium children in the cohort achieved the expected standard. Similar gaps between these two groups were identified in all core subjects. The Head confirmed the expected standard is a scaled score of 100 or above. It is not yet known what the KS2 'below floor' measure will be for this year.

The Head said two pupils would be removed from the data sets, when the data exercise takes place in September. The Head explained these are children who meet the criteria for removal from the data set, i.e. they have arrived after the start of year 5 and are EAL. This will mean the Reading result will rise to 65%, which compares to a national average of 66%. This also means that 49% of the cohort should meet the expected standard in Reading, Writing and Maths combined. The meeting discussed how the school's results compared to County and national averages. The Head said the national average for the combined standard is 53%; Cambridgeshire is 52%. The Head noted two documents she had attached to her report: a document from the DfE that explains the new assessment process for KS2, and a provisional summary of EYFS, KS1 and KS2 outcomes in Cambridgeshire compared to national standards. These outcomes show Cambridgeshire is broadly in line with national outcomes. The Head said if the expected standard is set at 65% for combined KS2 results, only 53% of schools will meet the expected standard.

A Governor asked about the moderation of teachers' assessments for KS2 writing, as they are below the national average. Mrs Kidney said Year 6 writing was moderated by County assessors last year and the SLT were satisfied the assessments were a correct reflection of the ability of the cohort. The meeting discussed the gaps between various groups, particularly SEN/non-SEN and pupil premium and non-pupil premium. The Head said it was disappointing that the gaps were evident when compared to the expected standard. Mrs Kidney said the work undertaken by the Data Governor would be extremely valuable in unpicking the results that did not meet the expected standard. A Governor asked what the KS2 Reading test entailed. Mrs Kidney said the children were given three texts to read and 36 questions to answer, in an hour. The texts were hard but also the different types of questions relating to the text were challenging; in many cases, they were complex and ambiguous. This aspect of Reading will be included in RAPs. Only one sample paper had been made available to schools, prior to the test week, although many companies are now preparing sample papers for schools to purchase. The Data Governor said that for the KS2 cohort to have achieved 63% at the expected level in Reading, compared to the national average of 66%, was closer than he would have expected and was a good achievement. The Chair said that as stated previously, the 2016 KS2 assessments are the first to assess the new, more challenging national curriculum which was introduced in 2014. The results across both key stages have given the school clear indications of where gaps in learning exist; it is now the school's responsibility to address these gaps and achieve the maximum potential of each child in the school. The Chair asked the Head to inform the GB if there were any ways in which the Governors could support the school.

The Head discussed other items within her report, noting the curriculum topics covered this term and also the themed events the school has scheduled for this term. These include an Arts Week (11-15 July); a Health Day on 16 June had provided an opportunity for children to learn more about Healthy lifestyles. The Head said the school was delighted to have gained the Bronze Food for Life Award for the school's healthy and climate-friendly food culture. The school also held its first Heritage Day on 21 June. This followed feedback from parents who attend the ESOL cafe and involved children coming into school in traditional clothes or the colours of their national flag. The school continues to take part in CB4 activities. One recent activity has been aimed at improving children's writing, with the focus on boys' writing. This year, children in Year 4 took part in activities with Cambridge United players, which resulted in the children writing a piece of poetry about playing football. Five of the school's children have been shortlisted and they will attend an awards event at the Abbey Stadium on 19 July.

The Head discussed anonymised exclusion data with the meeting. Fixed term exclusion rates remain at a broadly similar level across the academic year 2015-2016, compared to the previous year, with six fixed term exclusions in summer term 2016, compared to the same number in the summer term 2015. Ways to support children from various groups and services were noted.

Anonymised homophobic and racist incident data was discussed by the Head. Reported incidents show a decrease this year, compared to the previous year. There has been only one increase in the number of reported homophobic incidents, 4 incidents in summer term 2016, compared to 3 incidents in the summer term 2015. The Head said this reflected the equality and diversity work undertaken by the school and children's understanding that racist or homophobic actions or comments are unacceptable.

Mrs Marsters discussed the most recent attendance data with the meeting. The end of year attendance data will not be available until the end of the term. Mrs Marsters said there is an improving picture up to the end of summer A. However, a number of absences caused by fear of a hoax bomb scare, will adversely impact on the overall totals. The Head said this fear had been among a particular group of parents and had followed a hoax threat received by a local Primary school in the week before half

term. This had been one of 22 educational establishments that had been nationally targeted and this had been widely reported on TV and in the press. The Head had written to all parents who had decided to keep their child/ren away from school or who collected them during the morning. The Head also wrote to parents who sent their children to school, as usual, thanking them for supporting the school's attendance policy.

The Head met with Reverend Adams and Ms Parker (Safeguarding Governors) on 8 June. At this meeting, an annual monitoring plan was drafted which was presented at the recent meeting of the Resources Committee. It is also included with the papers for this meeting. The school's links with the NSPCC continue: on 12 July, trained volunteers from the NSPCC delivered age-appropriate assemblies to children in Yrs R-2 and Yrs 3-4 as part of the NSPCC's Speak Out, Stay Safe programme. This programme is aimed to help children understand and recognise all forms of abuse and where to get help if they need it. Parents were sent information about this assembly and also follow up information, so that they can talk to their children at home. A Governor attended this assembly. Children in Years 5 and 6 have already seen this safeguarding assembly. In answer to a question from a Governor, the Head said parents could withdraw their child from this assembly. A small number had chosen this option. Following the presentation by the Head and Mrs Kidney at the Pupil Premium Conference on 26 May, two schools have contacted the Head to request visits and further information about the school's good practice that was shared during the presentation. Sports Days went ahead as planned and were well attended by parents. The Head expressed her thanks to Team Shirley who, once again, has funded the purchase of a dictionary for all pupils in Year 6 as a leaving gift. The presentation, in the leavers' assembly, will follow the Year 6 production on 19 July. The annual Team Shirley Spring Fair raised a total of £1,650 for Team Shirley funds.

The school's annual music concert will take place on 20 July; this provides an opportunity for children who have musical tuition to perform for parents and the school; other groups and singing performances are also included.

A final assembly for members of the teaching assistant team who are leaving at the end of this term will take place on 19 July. The final assembly for teachers who are leaving, or going on maternity leave, will take place on 21 July. The Head reminded Governors they are welcome to attend assemblies.

The Chair thanked the Head for her report, noting it raises interesting points for consideration.

4. Safeguarding

Reverend Adams said the meeting with the Head and Ms Parker on 8 June had been very helpful. A comprehensive programme of visits had been drawn up by the two Safeguarding Governors and the Head. This is included with the papers. It was noted that the programme is for 2016-17 (there is a typo in the years, incorrectly stating 2016 throughout).

The meeting discussed the monitoring report from the visit by Safeguarding Governors on 8 June (included with the papers). The aim of this visit was to monitor the school's progress against the safeguarding children in education (SCIE) checklist for governing bodies, within which actions had previously been identified; view the newly formatted single central record; and establish a programme of safeguarding visits for 2016-17. In regard to the SCIE checklist (points addressed in brackets) it had been noted that:

- both Governors would continue to look for training opportunities relevant to safeguarding and CP. Reverend Adams has undertaken such training in a different capacity (1).
- Ms Parker had completed the NSPCC Safer Recruitment Training (16)
- A programme of visits has been developed (20-21)
- The Home Visits policy was reviewed at the most recent meeting of the FGB (23)
- An invacuation policy has been completed (23)
- Recognition of LADO and ECPS for advice and training (27)
- Prevent Action Plan approved at May 2016 FGB (36)
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The Head had noted, at the monitoring visit, that the transfer of data from the SCR to the newly formatted SCR had taken longer than expected, as it is a manual entry exercise. The Safeguarding Governors were able to see the new format of the SCR. It was agreed that progress in completing this new document should continue to be monitored.

A rolling programme of visits for the year will ensure a particular policy (and related practice) will be monitored. A dual approach will be taken, with a pupil voice and a paper-based records/procedures visit.

The rolling programme includes:

- Summer B 2016: behaviour, including bullying
- Autumn A 2016: safer recruitment
- Autumn B 2016: child protection
- Spring A 2017: esafety
- Spring B 2017: health and safety
- Summer A 2017: Health (pupils medical needs)

The Safeguarding annual report is also included (to be taken under item 10).

Reverend Adams has visited today, to carry out a pupil voice visit regarding behaviour. Reverend Adams talked with a small group of Yr 4/5 children and said she was pleased that the children were able to reflect on behavioural incidents, and discuss what had helped them. The children had been honest about challenges and self-regulation. Reverend Adams said it had been an uplifting visit. The children had been able to practise an element of reflection and had been very positive about help they had received from Blue Smile (if this was relevant to a child). Reverend Adams said she found it impressive the children had been so articulate with a comparative stranger and was moved to hear that the children feel valued and they value themselves more, as a result of their self-belief.

Reverend Adams will visit next week to observe behaviour at lunchtime and report on this visit in due course.

The Chair thanked Reverend Adams for her update to the meeting. The meeting agreed its thanks should be minuted to Ms Parker for her contribution to this area, as she leaves the GB at the end of this academic year.

5. To agree a named Governor to support Reverend Adams in the named role of Safeguarding/CP/LAC Governor

The meeting agreed this item would be carried over to the next meeting, as new Governors are joining the FGB, who may have relevant experience to support Reverend Adams with this responsibility.

6. Approve annual child protection monitoring report

The meeting agreed with the Head's suggestion this should be held over until the next meeting, as it does not have to be submitted to the LA until 14 October. This will give the opportunity to include training new staff will undertake during their induction.

7. Approve meeting dates of the FGB and Committee 2016-2017

Mr Smith proposed, Reverend Adams seconded that the proposed dates be accepted. Agreed by all.

**Mr Henderson noted he is not available for the first FGB on 22 September 2016.*

8. Approve Terms of Reference (TOR) (revised)

The Committees have scrutinised the current TOR at their most recent meetings. The Standards Committee has requested a membership of five Governors, to bring it into line with the membership of the Resources Committee.

Reverend Adams noted she would not be available at the time the Resources Committee meets (the Safeguarding Governor is listed as member of this Committee). Reverend Adams is currently a member of the Standards Committee. The Chair noted that a supporting Safeguarding Governor might be available to join the Resources Committee. Safeguarding is on both Committees' agendas. If this proves to be problematic, the TOR would be revisited.

Ms Meynell proposed, Ms Winsemann-Falghera seconded that the revised Terms of Reference be approved. Agreed by all.

The Chair said he would like Governors to consider a proposal that the FGB meets three times a term and there are no Committee meetings: all business would be taken through the FGB. The meeting discussed this idea. Comments from Governors included the following: whether this suggestion would reduce or enlarge the amount of paperwork Governors read in preparation for meetings; would it make FGB meetings too long to be able to sustain concentration; would exception reporting allow more time for wider discussion; could the Head's report could be divided into two parts – one part with updated information, the other with business that the FGB needed to discuss; would this give the SLT enough opportunities to explain school initiatives in full – particularly in the context of Ofsted, as this is not a top-performing school; would the workload really lessen; what is the GB really for – it is not just for business.

The Chair said he would like to discuss this further next year: he said the decision might be not to change the current structure of meetings but he would like the GB to look at this suggestion in more detail and he would prepare some model agendas.

9. Policies to be adopted by the GB not delegated to a Committee

The Chair noted the Pay Policy has an annual review. However, as there have been no changes to the existing policy, it has not been necessary to table it. The existing Policy stands.

Statement of Internal Control

This is a document that is reviewed annually by the Resources Committee before coming to the FGB for approval. It is a system of questions and answers that ensure the school has financial controls in place.

Ms Meynell proposed, Mr Henderson seconded that the Statement of Internal Control be approved. Agreed by all.

Best Value Statement

This is a document that is reviewed annually by the Resources Committee before coming to the FGB for approval. It contains systems whereby Governors are assured the school seeks best value.

Ms Meynell proposed, Mrs Went seconded that the Best Value Statement be approved. Agreed by all.

10. Annual monitoring reports from Lead Governors

Safeguarding (and Child Protection)

The Head noted the Safeguarding Children in Education (SCiE) checklist for Governing Bodies was included with the papers for the meeting. Reverend Adams and the Head, (Ms Parker was not able to be present at this meeting), discussed the annual report included with the papers.

The annual report detailed the areas covered in meetings that the Safeguarding Governors had held with the Head during 2015-16. The following areas covered were:

- 1 October 2015: annual audit of CP record keeping; safer recruitment – review of personnel files and a review of actions identified in the safer recruitment action plan
- 19 November 2015: Review of Safeguarding Children in Education – a checklist for governing bodies – an action plan was put into place; scrutiny of the school central record; safer recruitment – a review of personnel files
- 14 January 2016: scrutiny of the SCR; PREVENT Action Plan; Safer Recruitment Audit Tool and accompanying school action plan; Governor responses to questionnaire distributed at FGB on 10 December
- 27 April 2016: meeting of both Safeguarding Governors with Head
- 8 June 2016: establishment of a rolling monitoring programme; SCiE checklist – review all areas and confirmation that pending actions had been completed; demonstration of the new SCR and explanation of data transfer to this system.

The annual report listed the summary of actions taken at FGB meetings during 2015-16:

- 24 September 2015: named Governor added to the Safeguarding and Child Protection Policy
- 22 October 2015*: in-house safeguarding training session for the GB, delivered by ECPS
- 10 December 2015: appointment of a second safeguarding Governor; role description of Safeguarding Governor approved; self-audit of Governor knowledge around safeguarding - no areas of low knowledge identified; record created to demonstrate that Governors had read KCSiE (parts 1-4), July 2015
- 11 February 2016: report on visit of 14 January 2016 – Governor confirmed substantial assurance and noted that there were no significant gaps in FGB knowledge/understanding re: Safeguarding. The training session on 22 October 2015 had supported this; the Headteacher reported on Keeping Myself Safe Week and NSPCC visit; PREVENT Action plan.
- 17 March 2016: It was agreed that PREVENT training should be put in place for Governors; all staff had received this training and it had been incorporated into induction programmes; a safeguarding notice board had been completed and signage regarding reporting concerns was placed around the school
- 5 May 2016: notice of meeting between Head and Safeguarding Governors on 8 June 2016, with the intention to establish a rolling monitoring programme; updated PREVENT plan, with a RAG rating; Reverend Adams agreed as named Safeguarding Governor; lone working and home visit policies to be adopted as result of safeguarding self-audit.
- FGB 14 July 2016: rolling monitoring programme reported and monitoring visit outcomes (8 June) reported; programme of visits for 2016-17 reported and included with papers for this meeting.

Health and Safety

Mrs Cook, the named Governor for Health and Safety, was unable to be present but her report had been circulated prior to the meeting. Key points were reported:

- **Fire Safety:** The fire fighting equipment had its annual check in September. Termly fire drills have taken place (all user groups join in, in the event of an evacuation). Mr Crook checks the fire system weekly. *Action for the future: review the fire policy; to have fire marshals in place to enable quicker exit routes for early years.*
- **Training:** On the September 2015 training day, teaching assistants received training on asthma and epipens. This training is planned to be delivered again in autumn 2016. Mrs Chambers and Mrs Cook had their full first aid updated in January 2016 (a tri-yearly requirement); Mrs Cook did training on managing diabetes in September 2015; Mrs Lomas undertook full first aid training in March 2016; six TAs completed paediatric first aid training in July 2016.
- **Accidents and Incidents:** two children had to visit A&E following accidents in school; following such incidents, the school reviews the play supervision and playground risk assessments. Two members of staff had to visit A&E following accidents at school. The cause of the accidents were investigated and the Council were satisfied with follow up actions. There have been fourteen incidents during the past year where staff have received minor injuries e.g. bites and scratches from children with social emotional behavioural problems. If staff receive minor injuries from a child with behavioural problems, the child's risk reduction plan is reviewed and advice from specialist teachers may be sought.
- **Flu vaccine:** the flu (nasal) vaccine was offered to Year 1 pupils in September 2015. Approximately 40% of parents took up the offer. In autumn 2016, the vaccine will be offered to Years 1, 2 and 3. The Head said she hoped there would be a much higher take up this autumn.
- **Health and Safety Inspections:** Mr Crook and Mrs Cook undertake termly inspections where the general condition and cleanliness of the building, ground maintenance and any trip hazards etc, or areas that need attention are identified.

Problems found are reported to Mrs Elwood and an action plan drawn up. Reports are given regularly to the Resources Committee.

- **Risk Assessments:** risk assessments are done for all school trips and some activities. There are generic risk assessments in place for e.g. playtime. These risk assessments need to be reviewed and updated.
- **Policies:** The school's Health, Safety and Well Being Policy needs reviewing. Mrs Cook will review this Policy, and any other related policies, and bring them to the FGB in Autumn 2016.

Equality and Diversity

Reverend Adams reported she is meeting with Mrs Taylor at the beginning of the new academic year and she will report on outcomes at a future point.

Safeguarding

The meeting noted that Safeguarding and Child Protection are jointly within this area of responsibility, together with looked after children and, as such, the meeting noted the annual report that had been taken earlier under this agenda item.

The annual Safeguarding report, the report of the Safeguarding monitoring visit on 8 June, and the rolling programme of Safeguarding visits for 2016-17 were included with the papers for this meeting.

The Chair thanked all named Governors with responsibilities, for their contribution during the past year and their reports, so the FGB was informed about these important areas.

11. Reports from Monitoring Groups

Writing: the Lead Governor, Ms Meynell, reported on a monitoring visit made on 19 May 2016. The purpose of the visit was to gain an understanding of the assessment procedures within the new curriculum and how progress and attainment is tracked. Ms Meynell and Mrs Went met with Mrs Carter and discussed progress updates in all year groups against assessment criteria; the impact of the new curriculum on progress and attainment in each year group; how progress and attainment is tracked and measured for each pupil, within the new curriculum; how progress is reported to parents, particularly at the end of each key stage. Mrs Carter had explained how the assessment bands work within the new assessment system, Target Tracker. The methods of the former assessment system used by the school, compared to new system of Target Tracker, mean that comparisons between attainment and progress made last year, and progress and attainment made this year, need to be carefully analysed as the two systems have different methods of measuring progress. Challenging targets have been set across the school. Mrs Carter said that Target Tracker is a very thorough tool that would help identify gaps in learning. Ms Meynell said Governors feel that teachers' comments will be of particular importance in school reports this year, when reporting pupil attainment to parents. Due to recent changes in the curriculum and assessment, parents would expect clarity in reports i.e. what the assessment levels mean, so they know how well their child is learning.

SEND: Reverend Adams reported she had visited to meet with children for Pupil Voice discussions. A series of visits is being planned. Reverend Adams and Ms Meynell had discussed ongoing challenges for children with SEND i.e. how classrooms are proactive in addressing the needs of children with SEND, and how easily visitors could see that a classroom is an inclusive space. The monitoring group discussed the idea of a Parent Voice meeting next term.

Curriculum: Two reports from members of this group were noted. Ms Parker's report discussed her visit with Mrs Kidney on 8 June 2016, which was to monitor the school's progress against the key priorities listed on the ICT RAP 2015-16. These priorities are to embed the teaching and assessing of the computing curriculum, and to embed the use of ICT across the curriculum to improve teaching and learning. Ms Parker's report noted the documentation she had received prior to her visit; the meeting's focus on three targets in the action plan; and a tour of the school when in session, during which Mrs Kidney explained aspects of the school's use of ICT. The three targets are to support teaching and learning of EAL and SEN children with the increased use of technology; develop the role of the ICT TA; review and rewrite the computing policy and esafety policies. Computing lessons are differentiated, with varying start levels for children. Long-term planning is monitored each term by the SLT, so that the use of technology is considered for all subjects, not only for ICT lessons; Mrs Kidney (ICT Lead) provides specific development for teachers if needed; next year, there will not be a specific ICT TA post but responsibilities will be absorbed across the staff; the esafety policy had been rewritten and made available online. The computing policy would be in place for September. The school's own computing capability statements are developed from templates provided by the LA. These demonstrate how goals for each of the four strands of the computing curriculum are set, met and assessed. Pupils are assessed as below, at, or above expected level – this is carried out formally on an annual basis, allowing teachers to decide where to focus. The action plan is monitored on a termly basis; a new action plan, and related timetable, will be produced when the new ICT coordinator is in place.

Mrs Went's report, of her visit on 7 July, was discussed. This visit related to the implementation of the new curriculum in IPC with the focus on writing. Mrs Went discussed her visit to Miss Kurc and Miss Harris. Mrs Went was shown working walls in Years 1, 3

and 4. The IPC uses working walls that reflect the current topic of a year group. All the walls contain expected elements of the IPC e.g. entry and exit points, so children can see where they are in the learning process of their topic. Throughout the learning process of an IPC topic, writing is marked in line with the English marking policy; writing topics in the IPC are used to support the emphasis on writing in the curriculum. Mrs Went said that teachers present writing in an engaging and fun way. Progress in writing is evidenced through the children's topic books. Attainment and progress has improved in writing. Whilst the results for Year 2 were not as high as the school have wished, the children in Year 2 made very good progress when considering how much expectations have changed with the new curriculum. Gaps still exist across all groups, but all have made good progress. Teachers meet regularly with the Head to ensure standards are being maintained and improved.

Maths: Ms Winsemann Falghera reported she had no further updates to her report discussed at the last meeting.

The Chair thanked all monitoring groups for the work they have undertaken this year. The feedback and reports from the monitoring groups is an excellent way of informing Governors about the progress the school is making.

11.1 Report/Update from Data Governor

Mr Henderson said he is working on ways to present data to Governors that moves away from the language of 'pass/fail' and 'met/not met'. An updated report will be presented in due course. The Chair thanked Mr Henderson for his work on this area.

12. Committee Reports

12.1 Standards

Ms Meynell gave an update of the Committee's meeting held 21 June 2016. (The minutes of 17 May were distributed with this meeting's papers). The Head had highlighted new pages on the school's website on Equality and Diversity and British Values. The Head gave a presentation that she had presented with Mrs Kidney, at a recent LA Conference on Pupil Premium. This focussed on how the school used Pupil Premium funding effectively. As a result, two schools have contacted the Head to visit and discuss the school's methods in detail. The prolonged process of applying for EHCPs had been discussed by Mrs Marsters. An application requires a great deal of work and follow up. A number of external practitioners have commented on the good work undertaken by Shirley for children with SEND. The visit by the NSPCC on 12 July had been discussed. A Governor, who had attended the NSPCC assembly on 12 July, said the children appeared to be listening well and participating enthusiastically.

The Parent Group had met on 14 June: the topic was 'Assessment'. Points discussed at this group had included how the school responds and reacts to the government's drive to raise standards. The Head, who had attended this meeting, said that the school wants every child to achieve their maximum potential but in a way that did not adversely affect their well-being. The topics for future meetings include: school awards; healthy living, and how especially themed days link to different cultures.

12.2 Resources

Mr Smith gave an update of the Committee's meeting on 6 July 2016. (The minutes of 3 May were distributed with this meeting's papers). The Committee had adopted the Premises Policy and Data Protection Policy, as a delegated responsibility, on behalf of the FGB. The carry forward is higher than expected; Mrs Elwood has been asked to send reports to Committee members on a timely basis, so Governors can assess the outturn more quickly and act accordingly. If the school wants to move any funds into areas, as income sources develop, the Chair said the Resources Committee has asked that they must be clearly entered as changes. The Resources Committee had agreed that the budget had been set, agreed and approved; therefore, budget profiles are technically frozen. If there are any changes, they must be written in as comprehensive changes, with an accompanying narrative from the Head or Mrs Elwood.

13. Arrangements for Headteacher's Appraisal (Autumn 2016)

Reverend Adams and Mr Smith have had the necessary training and have kindly agreed to undertake this process in the Autumn term with an external advisor. Following discussion, the meeting agreed Mr Henderson will receive training to enable him to participate in the Headteacher's Appraisal process. The Clerk will find suitable training.

14. Chair's Report (July 2016)

The Chair, Mr Smith, discussed points in his annual report. He paid tribute to all in the school community, noting the support he has received from the Head and SLT, who continue to provide a great education for all the pupils. He also paid tribute to the support he receives from an active Governing Body and noted the various ways in which Governors are involved in the life of the school community e.g. monitoring group visits, parent group meetings, attending assemblies, visiting the school and membership of the GB's Committees. The Chair noted the training he has attended during the past year and noted the training opportunities available to all Governors. The Chair noted past decisions made by the GB e.g. the strengthening of the SLT so that it could support all the teaching staff to become outstanding teachers and improving some of the physical environment for the benefit of

the pupils. The Chair said budgetary tightening is faced by this, and many schools. When planning the budget for this financial year, it had become clear that the school faced an excess of expenditure over income. The budget had to be brought into balance; therefore, a restructuring of some staff had taken place. A budget has now been developed that maintains the improvements the GB and school are committed to making; it will be closely monitored as the financial year progresses. The Chair noted the recognition the school has received during the past year for its work in equality and diversity, in narrowing the gap for certain groups of pupils and in key interventions. The Chair thanked all the Governors and staff for their hard work and commitment to the school.

15. Training and Development

The meeting discussed a handout from a presentation that was given at the NCA in April on Preparing for Ofsted that some Governors from this GB attended. It had been led by a trainer provided by the LA. If this GB wants to request a similar session, it will need to be opened up to other GBs, as the LA will require at least 20 Governors to attend before they will release funding. The Chair said the alternative is for this GB to work with materials available and hold an internal self-training session. The meeting discussed various options. A Governor suggested extracting the eight most important points for discussion. A Governor asked if, by holding an internal session, key issues might be overlooked. The Head said the draft SEF will be given to Governors in the Autumn term. The SEF will provide further information for Governors, as it addresses elements contained in questions Ofsted could be expected to ask. In conclusion, the Head agreed to explore the interest in arranging a session with an external trainer with other CB4 Headteachers. The Chair asked that this item is put on the next agenda for consideration.

16. Membership of the Governing Body

Forthcoming changes to the membership of the Governing Body were noted:

Mrs Gale is leaving at the end of term. An election for a staff Governor will be held next term.

Mr Ferguson's term of office ends on 26 September. An election for a parent Governor will be held following this office becoming vacant.

Ms Winsemann-Falghera's term of office ends on 29 November 2016. An election for a parent Governor will be held following this office becoming vacant.

Ms Fox (Co-opted Governor) and Ms Parker (LA Governor) have resigned due to other commitments, with effect from 31 August 2016. There is already one existing Co-opted Governor vacancy. The Clerk will inform the LA of Ms Parker's resignation. A message from Ms Fox was read to the meeting in which she expressed her enjoyment of being involved with the GB during the past two years.

The Chair noted the thanks of the GB to the outgoing Governors. Two possible nominations for the two Co-opted Governor vacancies is the next agenda item.

17. Approve two co-opted Governors to join the GB from 1 September 2016: Martin Campbell and Angela Mason-Bell

The Chair reported the outcomes of recent meetings he and the Headteacher have held with two prospective Governors, Martin Campbell and Angela Mason-Bell. There is one existing vacancy for a Co-opted Governor and another Co-opted vacancy will be created when Hannah Fox leaves on 31 August 2016. The Chair asked the meeting to discuss the skill sets that these two prospective Governors could bring to the GB and then take a formal decision if they should be appointed. The Chair noted that brief biographies had been sent by both candidates, and circulated with the papers for this meeting.

Martin Campbell: Mr Campbell has been the Principal at NCA (North Cambridge Academy) for the past three years. The meeting discussed the information provided by Mr Campbell. His background, from 1996, has been in education; he was appointed to his first Headship in Kettering in 2010. Following discussion, the meeting agreed the different skills and experiences Mr Campbell would bring to the GB would be a valuable asset.

Angela Mason-Bell: Ms Mason-Bell is known to a present Governor and when she expressed an interest in becoming a Governor, she met with the Chair and Head to explore this possibility further. Ms Mason-Bell is a certified internal auditor, with professional experience in internal audit, risk management and corporate governance. Over the past twenty years, her career has covered working across a wide variety of public sector and not-for-profit organisations. This has included the delivery and management of internal audit to sections of the education sector. The meeting discussed the various skills that Ms Mason-Bell would bring to the GB and agreed they would be of valuable benefit.

A Governor noted her appreciation that people, particularly those who can offer valuable skills sets, are willing to become Governors. The Clerk confirmed pre-appointment identity checks had been completed. New Governors have a DBS check following formal appointment.

The Chair asked the meeting if, following discussion, Governors were satisfied to make the formal appointments, to take effect from 1 September 2016.

Mr Saunders proposed, Mr Henderson seconded that Martin Campbell should be appointed as a Co-opted Governor. Agreed by all.

Louisa Meynell proposed, Henri Winsemann-Falghera seconded that Angela Mason-Bell should be appointed as a Co-opted Governor. Agreed by all.

The Clerk will send a letter of appointment to the new Governors.

18. Correspondence

No items.

19. Any other business

No items.

20. Prevent Training

Due to time constraints, the Chair asked if the meeting agreed that the Prevent training session for Governors should be held over to the next meeting. This will enable new Governors to attend. The meeting agreed with this; however, the Chair noted that this is important training for Governors and a date needs to be set that is early in the next term.

8.25 Mrs Kidney and Mrs Marsters left the meeting. The Chair thanked Mrs Marsters for the work she undertaken whilst at the school. Mrs Marsters leaves the school at the end of term.

21. Outcome of a Governors' Discipline Committee

This is held as a confidential note.

22. Academy status

The meeting noted the recent change to the Government's previous ruling that all schools must academise by 2020. However, the meeting noted that LAs that are considered to be needing support, may have their schools recommended to academise by the Schools' Commissioner. The Head said the question of academisation is on the CB4 Heads cluster agendas and noted the cluster is to ask GB Chairs to meet next year to discuss this issue. A Governor noted Church schools have a different arrangement, with Diocesan schools being part of a Church Schools Trust. The CB4 Heads cluster has recently received two presentations from Academy Trusts in Cambridgeshire: the Diamond Learning Trust and ALT. Other Trusts already exist within this area e.g. CMAT. The Head said there are many questions around academisation that CB4 Heads are currently considering e.g. is it better to academise with other Primary schools, or join a vertical trust of Primary and Secondary schools. The general view of other Heads appears to be that it is better to be proactive in regards to academisation; by taking the lead, a degree of control will be engendered. In answer to a Governor's question, the Head said it would be logical and beneficial for this school to join with similar schools, within the CB4 cluster, who have a similar demographic.

The meeting discussed fundamental differences between Trusts and maintained schools i.e. a Trust has a CEO and executive board; a maintained school has a Governing Body. The meeting discussed how funding, currently available from the DfE, is used within an academisation process e.g. for legal advisors to guide schools through the principles and strategy of the process. In answer to a Governor's question about the possibility of creating a Trust with the other schools in the CB4 area, the Head said the capacity does not exist to create an extended academy chain. The meeting discussed how Governors might be involved in academisation discussions. The Chair said the expectation would be that the role of Governors would be connected primarily with developing a high-level strategy about structure and Trustees. A Governor noted his firm pre-approves their employees being appointed as Governors in e.g. this school, as it is a maintained school, and the Governor role is undertaken as they are seen to be working ultimately for the LA. However, Academies are corporate bodies and there may a possible conflict of interest. In conclusion, the Chair suggested that an informal meeting of GB Chairs, before the end of the year, would give an indication of the thinking of other GBs that would then be reported back for further discussion.

23. CGS self-audit

The meeting discussed the annual self-audit from Cambridgeshire Governor Services (CGS). The meeting discussed the responses members thought appropriate to submit. A point highlighted for discussion, was the ways in which the GB works strategically and sets clear goals that are focussed on raising standards. A Governor asked, as the GB essentially supports the recommendations of the SLT, could the GB state it actually sets strategies. The Head said the SDIP discusses the school's proposed strategic approach that includes setting clear goals to raise attainment. The SDIP is presented in the autumn term, so Governors have the opportunity to change the school's proposals if they disagree. The Heads said whilst Governors do not set targets, the targets although set by the school, are discussed by Governors at Committee and the FGB.

Another point discussed by the meeting was the shared vision that Governors hold for the school. A Governor said this interlinks with the strategic thinking that the GB may be required to undertake with any future discussions about academisation; including the ways in which Governors want the school to be run. The Governor asked for a future discussion to explore this more explicitly, so the Chair is aware of what Governors determine the school's ethos to be, before any potential discussions about academisation takes place. The Governor suggested the school's ethos and the mission statement would provide a starting point to support this discussion. The Chair agreed that Governors need to determine the school's ethos, before any preliminary

discussions about academisation are held. A discussion regarding the school's ethos and mission statement will be included on a future agenda.

The skills set of the GB will be repeated in the next academic year; the membership of the GB has changed, so skills may have changed.

The Chair and Clerk will submit the audit online.

24. Date of the next meeting

Thursday 22 September 2016 at 6.30pm.

The Chair thanked all Governors for their support and contributions to all in the school community during the past year.

The meeting ended at 9pm.

